



## Bennettsville Elementary

801 Country Club Dr.  
Bennettsville, South

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	473 Students	
<b>Principal</b>	Parnell Miles	843-479-5938
<b>Superintendent</b>	Dr. Frank G. Roberson	843-479-1534
<b>Board Chair</b>	John McInnis	843-586-8989

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

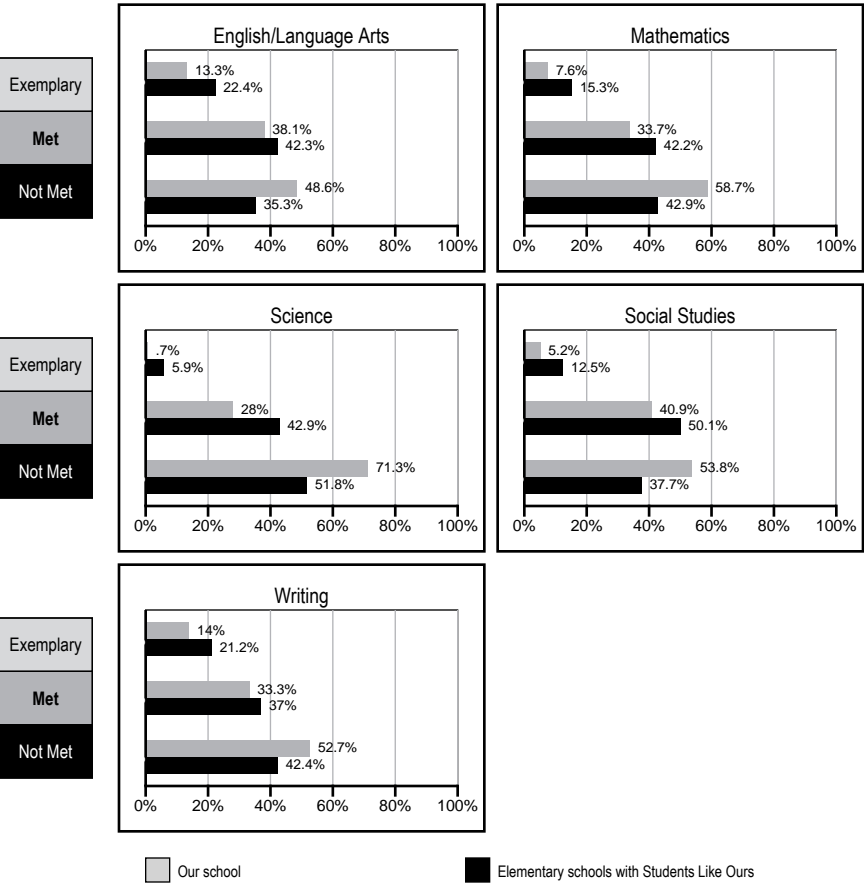
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	74	63	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=473)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 2.2%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.1%	96.0%	96.3%
Eligible for gifted and talented	5.9%	Down from 8.8%	3.3%	10.0%
With disabilities other than speech	15.3%	Down from 16.0%	7.6%	7.7%
Older than usual for grade	0.4%	Down from 2.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	53.1%	Down from 55.6%	57.1%	59.4%
Continuing contract teachers	84.4%	Up from 61.1%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 89.0%	82.1%	85.9%
Teacher attendance rate	95.4%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	\$45,206	Up 5.4%	\$45,790	\$47,149
Professional development days/teacher	8.1 days	Down from 8.5 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.7 to 1	16.8 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 86.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	72.2%	Down from 98.3%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,388	Down 2.6%	\$8,621	\$7,458
Percent of expenditures for instruction**	63.8%	Down from 68.9%	68.3%	68.8%
Percent of expenditures for teacher salaries**	60.5%	Down from 60.8%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

In August 2008 our staff held an Open House which allowed parents to meet teachers and receive class assignments. Student handbooks were provided for each student. During the first week, handbooks were reviewed and PBIS (Positive Behavioral Interventions and Strategies) was shared with students, staff and parents. The PBIS initiative and additional counselors added to the staff was instrumental in improving discipline and reducing office referrals. Treat all with respect; Exhibit self control; Act responsibly; Maintain a positive attitude = TEAM. TEAM is the driving force behind Bennettsville Elementary School. All teachers have the same expectations throughout the entire school including the classrooms, the cafeteria, the bathrooms, the bus area, the car rider area, assemblies, playground, and in the hallways. Parental involvement and discipline were barriers to be addressed. We planned PTO and SIC meetings each nine weeks, invited parents to lunch five times during the year, and our highlighted activity was our Parents' School Night held in the spring. Many opportunities were made available to the students for success. These included after school programs, chorus performances, and participation in plays, computer classes, community involvement, and hands-on learning within the classroom. Other activities included a Circus, Field Day, Trick-A-Trunk, Sweet-Heart Store, monthly dances, and cake decorating for Easter and Mother's Day. In addition three times a week, our Media Specialist and "News Crew" broadcast school news for everyone in the school to view. We recognized our staff in a bimonthly newsletter sent to board members and district office personnel.

You can observe students being actively engaged in the learning process in all grades 3-5. Teachers challenge the students daily to reach their highest potential in academics and in their social lives. To improve academics we utilized technology through the use of Interwrite Boards, Promethean Boards, Streaming videos, and a web-based school/district site. Computer programs such as Compass Learning, Accelerated Reading, Accelerated Math, Fast ForWord, and others further enhanced the learning process. Our teachers used Flanagan and EdHelper to assist them in their planning. Anderson Five, a district wide program was also used to facilitate instruction.

Our faculty and staff continue to become more effective as they take advantage of professional development opportunities made available to them. Our goal is to provide quality instruction while maintaining an atmosphere that encourages individual differences and growth. We have an open door policy and encourage parents to take an active role in their child's education.

Mrs. Sharon Mew, teacher of the year for Bennettsville Elementary School for the 2008/2009 school year, was an inspirational representative for the school. Watching her dedication to the profession left no doubt why she was chosen by her peers. Our new teacher of the year, Ms. Ameerah Eaddy, is excited about taking on this new role and demonstrating her abilities to reach students through music education.

Parnell Miles, Principal      Stephen Ellerbe, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	144	73
Percent satisfied with learning environment	91.4%	73.6%	63.2%
Percent satisfied with social and physical environment	91.7%	74.8%	62.3%
Percent satisfied with school-home relations	66.7%	85.4%	75.4%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers		16.2%	5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	466	100	48	38.2	13.8	69.7	71.2	82.8	Yes	Yes
<b>Gender</b>										
Male	235	100	53.4	34.8	11.8	61.1	65.9	79.3	N/A	N/A
Female	231	100	42.5	41.6	15.8	78.3	76.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	63	100	33.3	42.1	24.6	75.4	78.8	89.5	Yes	Yes
African American	386	100	49.7	37.9	12.4	68.8	66.9	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	73	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	77	100	78.3	15.9	5.8	34.8	45.9	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	417	100	50.3	36.7	13.1	68.6	68.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	466	100	57.9	33.9	8.1	56.1	64.3	78.9	No	Yes
<b>Gender</b>										
Male	235	100	59.3	32.6	8.1	54.8	63.3	77	N/A	N/A
Female	231	100	56.6	35.3	8.1	57.5	65.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	63	100	31.6	50.9	17.5	75.4	73.4	87.2	Yes	Yes
African American	386	100	62.1	31.5	6.5	53.2	59.1	66.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.8	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	77	100	82.6	11.6	5.8	21.7	36.7	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	417	100	60.1	32.9	7	54	61.7	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	305	100	70.6	27.7	1.7	29.4	44	67.5
<b>Gender</b>								
Male	158	100	72	24.7	3.3	28	45.3	67
Female	147	100	N/AV	N/AV	N/AV	30.9	42.7	68
<b>Racial/Ethnic Group</b>								
White	37	100	40.6	53.1	6.3	59.4	59.5	79.5
African American	258	100	75.5	23.3	1.2	24.5	35	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	53.5	71.2
<b>Disability Status</b>								
Disabled	45	100	85.7	7.1	7.1	14.3	26.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	279	100	71.8	26.7	1.5	28.2	39.9	55.1

<b>Social Studies</b>								
All Students	308	100	53.3	41.2	5.5	46.7	50.6	72.3
<b>Gender</b>								
Male	150	100	57.9	36.4	5.7	42.1	50.4	71.5
Female	158	100	49	45.6	5.4	51	50.7	73.2
<b>Racial/Ethnic Group</b>								
White	43	100	35.9	56.4	7.7	64.1	60.5	80.7
African American	251	100	56.5	38.1	5.4	43.5	44.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	33.3	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	54.2	72.2
<b>Disability Status</b>								
Disabled	51	100	81.8	13.6	4.5	18.2	26.8	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	275	100	54.2	41.5	4.2	45.8	46.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	469	98.3	52.7	33.3	14	47.3	53.3	70.2	95.7	95.4
Gender										
Male	237	97.1	62.6	27.9	9.6	37.4	45.7	63.2	95.1	95.2
Female	232	99.6	43	38.6	18.4	57	61.3	77.5	96.3	95.7
Racial/Ethnic Group										
White	61	96.7	41.1	37.5	21.4	58.9	63.5	79.1	94.7	94.9
African American	389	98.7	54.4	32.2	13.4	45.6	48	57.6	95.9	95.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95.3	96.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	62.6	93.9	95.9
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	51.3	68.7	91.4	93.7
Disability Status										
Disabled	80	91.3	N/AV	N/AV	N/AV	9.1	13.8	26.1	95.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	61.2	95.5	95.9
Socio-Economic Status										
Subsidized meals	415	98.8	54.8	32.4	12.8	45.2	48.8	58.9	95.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	162	100	48.7	32.7	18.6	51.3
	4	149	100	50.7	41.3	8	49.3
	5	155	100	44.6	41.2	14.2	55.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	162	100	54.5	31.4	14.1	45.5
	4	149	100	51.4	43.5	5.1	48.6
	5	155	100	67.6	27.7	4.7	32.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	80	100	79.7	19	1.3	20.3
	4	149	100	65.9	32.6	1.4	34.1
	5	76	100	69.4	27.8	2.8	30.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	82	100	54.5	36.4	9.1	45.5
	4	147	100	41.9	55.1	2.9	58.1
	5	79	100	72.4	21.1	6.6	27.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	162	98.8	58.6	26.8	14.6	41.4
	4	149	98.7	48.9	42.3	8.8	51.1
	5	158	97.5	50	31.8	18.2	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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